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ABSTRACT

This document, the second in a series on diversity in the classroom, explores relationships, addresses issues, and provides a framework for examining multicultural education. It also offers practical ideas for bringing multicultural education to the classroom and school, touching on underlying assumptions and beliefs about cultural diversity, learning, language, and schools. Section 1, "Introduction," reviews the subject. Section 2, "Why is Multicultural Education Important?" discusses reasons for and benefits of promoting multicultural education. Section 3, "What is Multicultural Education?" looks at four approaches to multicultural education: contributions, additive, transformation, and social action. It also examines what a multicultural perspective is and is not. Section 4, "Creating an Environment for Multicultural Education," discusses: guiding principles for reflecting diversity in a multicultural education curriculum, teaching/learning strategies, effective multicultural school characteristics, and examining the multicultural ethos of the school. Section 4, also highlights physical and emotional environments, social needs and interpersonal dynamics, and intellectual needs. Section 5, "Addressing Issues," examines language learning environments, matching teaching and learning styles, curriculum and resource materials, role models, teacher attitudes and expectations, counseling, testing and assessment, labeling and grouping, and anti-biased, anti-racist education. Section 6, "Planning for Action," presents necessary components for successful program planning. Four

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appendixes present case studies, helping strategies, guidelines areas, and
guidelines. (Contains 13 references.) (SM)

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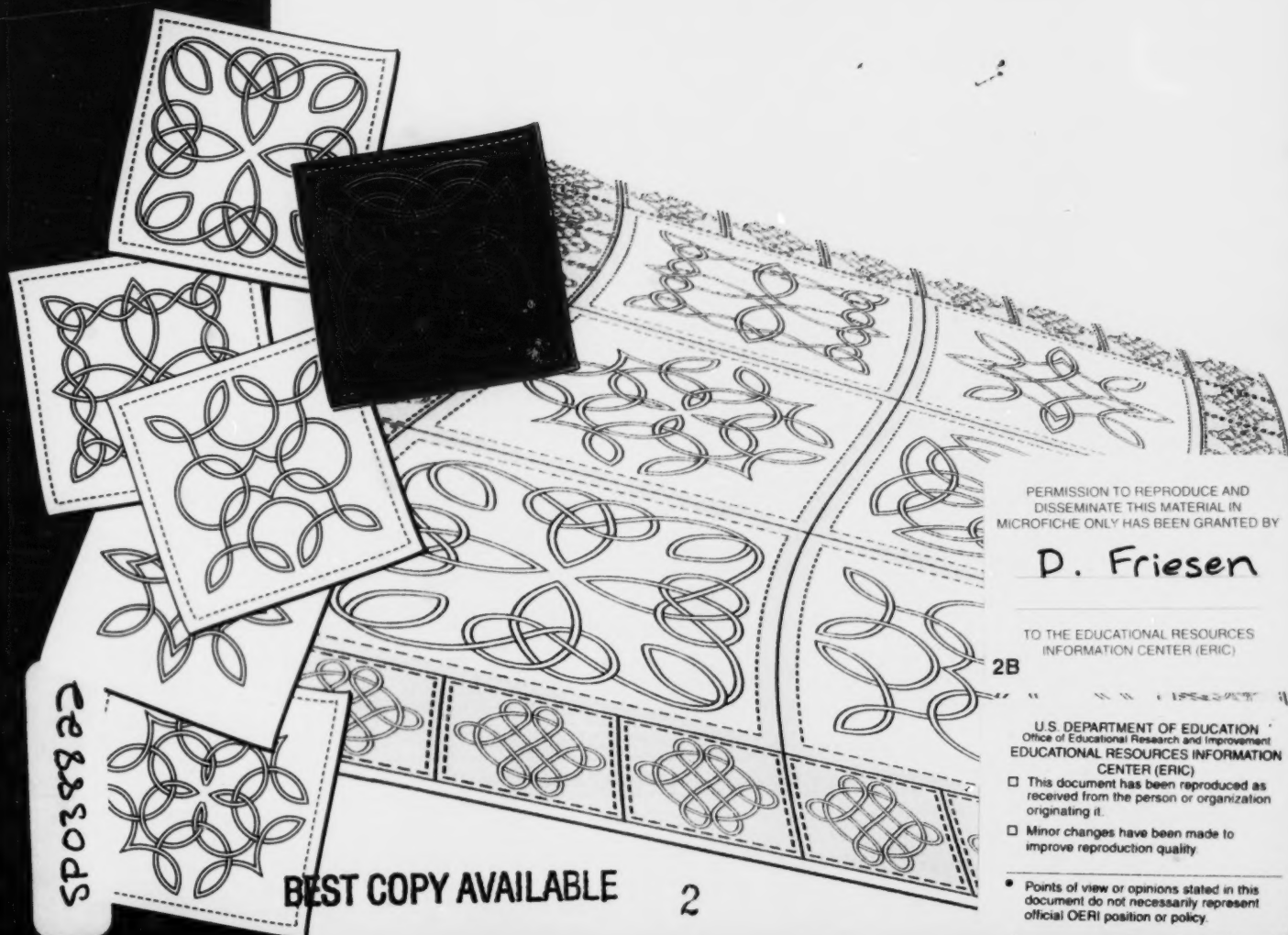
Saskatchewan
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*Diversity
in the
Classroom
Series*

Number
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Multicultural Connections:

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Foreword

"Diversity in the Classroom" is a series of resources prepared for educators by educators. Working with an advisory committee of educators, authors research each topic thoroughly, distilling theory into a practical resource. The documents are research based, concise yet comprehensive and, we hope, of immediate use to teachers.

Guided by the following principles, each of the seven documents in the series:

- supports a learner-centred climate conducive to transactional and transformational learning
- encourages inclusion and celebrates diversity
- promotes teacher development that accommodates children's needs
- challenges teachers to examine assumptions and beliefs
- respects and empowers all members of the learning community.

Caroline Krentz
Director, SIDRU

Just as the blocks of a quilt are assembled to form a larger and more complete picture, so, too, will you find that the seven documents together form a more complete picture of "Diversity in the Classroom". We invite you to explore each of the documents in the series.

Gwen Dueck
Director, SPDU

"Honouring Diversity in the Classroom: Challenges and Reflections" is the foundational document which provides the framework for the other documents. Each of the other six documents presents a different block of the "Diversity in the Classroom" quilt.

We hope you enjoy working with this resource and will consider the other documents in the series. Your comments and suggestions are always appreciated.

Acknowledgements

This document comes to its present form with the thoughts and ideas of many . . .

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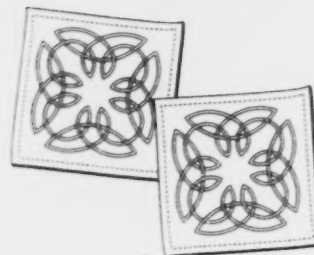
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Introduction

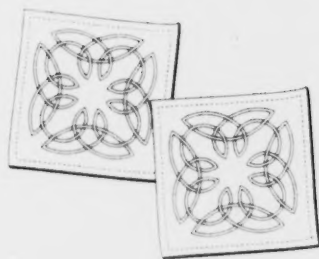
Multiculturalism in Canada is social reality and government policy. It is a recognition of the diversity of cultural differences that exist and endorses a society in which individuals of all cultures are accepted and accorded respect.

Our multilingual, multiethnic, and multiracial composition is reflected in the increasing percentage of minority-group children in the schools. Educators are challenged to prepare all students for the multicultural reality of our world and to meet the diverse educational needs of minority students.

We are living with an ever increasing awareness of the world-wide community in a culturally diverse country where approximately one-third of our population has a first language other than English. All students benefit from an opportunity to experience a wide variety of world views to help learn compassion, acceptance, and understanding. The classroom should be a place that celebrates and honours diversity to the benefit of ALL its members.

This document is a practical response to the new opportunities for growth that arise in a multicultural school setting. *Multicultural Connections* explores relationships, addresses issues and provides:

- a) a framework for examining multicultural education, and
- b) practical ideas for bringing multicultural education to the classroom and school.



This document touches on underlying assumptions and beliefs about cultural diversity, learning, language, and schools. We hope you find it useful and thought provoking.

Throughout the document, we invite you to reflect on your own experiences and note ideas that might be applicable to your situation.

"A Positive School Ethos" highlights key ideas you can watch for throughout the document.

A Positive School Ethos

Leadership and Teacher Involvement in Decision Making

- Ownership of and less resistance to change
- More active involvement of all staff in creating positive learning situations for all

Teacher Expectations

- High expectations for students
- Awareness of students learning in different ways
- Aware of cross-cultural differences

Use of Recognition and Praise

- Fewer classroom management problems
- Less frustration for teachers and learners
- Learners oriented to success

Student and Community Involvement

- Acceptance of differences
- Participation in decisions about the learning environment

Matching Teaching & Learning Styles

- Long-range plan for accommodating learning styles
- Improvement in achievement levels
- Improvement in self-esteem

Appearance and Comfort of School Area

- Instructional areas meet the needs of differentiated instruction

School Cooperation and Teacher Skills

- Teachers observe and share with each other
- Peer coaching
- Inservice for professional development on teaching and learning strategies

WHY IS Multicultural Education Important?

"This is what the Canadian experience is all about. To see if people who are different can live together and work together, to learn to regard diversity not with suspicion, but as a cause for celebration."

Justice Thomas Berger

Multicultural education provides equality of opportunity and experience for students of all backgrounds. This leads to equality of achievement. Multicultural education seeks to promote the goals of equality, integration and empowerment. To be effective, multicultural education uses an interdisciplinary process that fosters understanding, acceptance, empathy, and constructive, harmonious relations among people of diverse backgrounds. It encourages learners of all ages to view different cultures as sources of learning and enrichment.

Quality multicultural education programs produce a range of positive results for children and for society as a whole. Multicultural education is important to the formation and growth of children because it:

- Allows children to feel good about and take pride in their cultural heritage.
- Promotes the formation of a positive self-concept and increases self-esteem.
- Forestalls the development of biases, pre-prejudiced thinking, and prejudices.
- Prepares students for the reality of an increasing multicultural factor in the nation and a pluralistic world.
- Prevents the development of an isolationist mentality that may occur in communities where there is limited ethnocultural diversity.

- Discourages a fear and denial of differences and encourages a sense of people's common humanity.
- Cultivates acceptance and respect for others despite differences that they may have.
- Dispels myths and stereotypes about minorities, particularly visible minorities.
- Increases tolerance toward minority groups and leads to improved human relations.

ideas

Multicultural education is important because . . .



WHAT IS

Multicultural Education?

In order to understand and accept others, a person must first come to know oneself.

The needs of students from diverse ethnocultural backgrounds differ. The meaning and value minority students associate with school learning and achievement play a crucial role in their learning performance. The educational approaches used to optimize their potential should also vary. Multicultural education models also need to respond to concerns about why children from specific minority groups continue to experience learning and performance difficulties.

Well-designed multicultural education programs are empowering, integrative, interdisciplinary and a part of every aspect of school life. They recognize that minority-group children face problems of social adjustment and academic performance in school. Programs that avoid the identified pitfalls and incorporate an antibias component can provide students with many opportunities for growth that other single approaches only partly address.

Multicultural education can take many different forms. For the purposes of this document we have chosen to highlight a model developed by James Banks (1989) that identifies four approaches to multicultural curriculum integration.

The Contributions Approach

The Contributions Approach focuses on heroes, holidays and discrete cultural elements. It is a starting place; however, it often trivializes ethnic cultures by studying only their strange and exotic characteristics without helping students attain a holistic or global view of ethnocultural groups in society. This tends to reinforce stereotypes and misconceptions. This approach is sometimes referred to as the "museum" or "tourist" approach.

The Contributions Approach is in action when . . .

- we study different cultures and holidays as a distinct unit in social studies
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The Additive Approach

The Additive Approach is accomplished by the addition of content, concepts, themes and perspectives without a substantial change in perspectives or in the structure, purposes and characteristics of the curriculum. A major limitation of this approach is that students do not develop a view of society from diverse ethnocultural perspectives because the additions selected for study are usually chosen according to Eurocentric- and mainstream-focused criteria.

The Additive Approach is in action when . . .

- after studying Canadian explorers, we do a quick overview of First Nations
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The Transformation Approach

The Transformation Approach differs fundamentally from the first two. The emphasis is on how society emerged from a complex synthesis and interaction of diverse ethnocultural elements rather than the ways in

which various cultural groups have contributed to society. Students learn to view concepts, events, issues and themes from several perspectives and points of view.

The Transformation Approach is in action when . . .

- role playing an historical or present day event from other various perspectives of ALL groups involved

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The Social Action Approach

The Social Action Approach requires students to make decisions on important social issues and take action to help solve them. It includes all the elements of the Transformation Approach and empowers students through the development of critical thinking and decision-making skills.

The Social Action Approach is in action when . . .

- students become active in their community as a result of their studies

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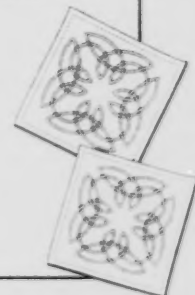
WHAT

A Multicultural Perspective

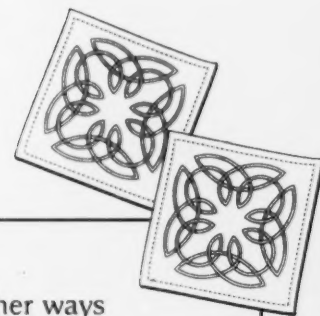
Is . . .

- ✓ A positive attitude toward multicultural diversity
- ✓ Acceptance that there is more than one "right" way of looking at or doing things
- ✓ A focus on commonalities and similarities as well as differences
- ✓ Moving beyond awareness of differences to looking at attitudes about differences
- ✓ An acknowledgment of bias and prejudice in self and others
- ✓ Helping children to recognize racism and discrimination and work against them
- ✓ Pervasive throughout the school curriculum and environment
- ✓ Present all the time
- ✓ Empowering, enriching and fun
- ✓ Incorporates a variety of aspects of diverse cultures
- ✓ A natural incorporation of all cultures in the school's ethos
- ✓ A depiction of cultures in an authentic and realistic manner
- ✓ A recognition that people from different cultures are part of the mainstream
- ✓ A sensitive and meaningful treatment of diversity and aspects of other cultures
- ✓ Attending to language as a core part of culture and cultural retention
- ✓ Acknowledging and incorporating the cultural and linguistic backgrounds of staff and families
- ✓ Placing a priority on developmental appropriateness
- ✓ A philosophy that encompasses families and community
- ✓ Drawing on experiences from the daily lives of people in the community
- ✓ Integrative and interdisciplinary
- ✓ A celebration of differences
- ✓ A valuing of other cultures
- ✓ A recognition that Canada is multilingual, multiethnic, multireligious and multiracial

(Adapted from A. Stonehouse, 1991)



and Is Not



- X Trying to get children to "fit in"
- X The view that one way is the "right" way over other ways
- X "Colour blindness" and ignoring differences
- X Looking superficially at differences without asking and explaining why
- X Denial of bias, prejudice, racism and discrimination
- X Assuming that children are too young to see racism and discrimination and to act to counter them
- X A "tourist" or "museum" approach or additive in nature
- X Present only at specific times and only for children of minority cultures
- X A problem to overcome
- X "Doing" a culture or country or a "unit" about a group
- X Making a fuss over experiences and materials from other cultures
- X A focus on the exotic, unusual, or bizarre aspects of cultures
- X A depiction of minorities as not fitting into the social, economic and political life of the community
- X A Eurocentric or ethnocentric orientation
- X A focus on the superficial, obvious or window dressing
- X Treating language or culture in isolation or as a learning deficiency
- X Just a matter of having token representation of people from other cultures in the school
- X Sacrificing or compromising developmental appropriateness for the sake of being "multicultural"
- X Just a set of activities for children
- X Attention to times long ago and places far away
- X Something tacked on, something extra
- X A conscious effort to get rid of differences or a view that they are deficits
- X A view of other cultures as deprived
- X A preoccupation with the concept of two founding nations

Creating an Environment for Multicultural Education

Examples



A teacher who loved poetry encouraged students to bring in samples of lyrics from appropriate rap songs. The students performed the songs which were then reproduced on an overhead transparency. The class discussed the literal and figurative meanings of the words as well as such technical aspects of poetry as alliteration, rhyming and onomatopoeia. The teacher used the students' comfort and familiarity with their music as a bridge to learning about poetry.

A teacher of Cree-speaking students encouraged students to use their home language in the classroom while they acquired competency in the secondary language. They initially spoke and wrote in the language in which they were comfortable and knowledgeable. They were then required to translate to the standard form. By the end of the school year the students were skilled at "code switching" and were more adept at both languages. A true win-win situation that built upon student abilities rather than denigrating them.

Coming from Students

Student-centred, active, multicultural curriculum emerges from students' own issues, concerns and questions. Course content is partly shaped by student activities that allow them to examine and reflect on their own backgrounds, to research traditions and practices in their family and community, and to draw on the experiences and knowledge of community members. Students may not have immediate access to all the authentic

information they require to make informed decisions about ethnocultural diversity. Educators, community members, curriculum writers, and publishers have a responsibility to provide schools with accurate, ethnoculturally sensitive resources.

Guiding Principles for Reflecting Diversity in a Multicultural Education Curriculum

(Adapted from Chud & Fahlman, 1995)

The following general guidelines provide a starting point for integrating diversity themes into a multicultural education curriculum.

Education about diversity assists students to both recognize similarities, and accept and feel comfortable with differences.

Begin by identifying and stressing human similarities, and then sensitively explore and validate differences. In some ways we are each unique, in some ways we share similarities with some others, and in some ways we all have a common bond of human experience that is universal. Education about diversity assists students to both recognize similarities and accept and feel comfortable with differences.

Integrate diversity themes throughout the curriculum rather than having a separate curriculum about diversity. Rather than holding a culture day or week about a particular ethnocultural group, integrate aspects of the group's language, customs, food, stories, and world view into regular activities. Cooking, family involvement, and circle-time experiences can be times for expressions of cultural diversity.

Make diversity information, activities, and explorations developmentally appropriate. For young children, activities need to be concrete, interactive, direct and concise. For example, when discussing skin colour, begin with the most direct example, that is, comparing real

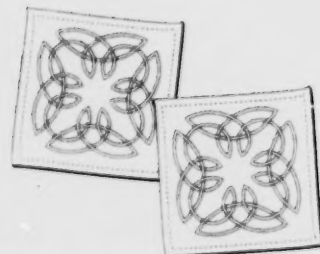
people's skin before reinforcing with dolls, photographs, drawings and illustrations. This represents a necessary progression from the concrete to the abstract or representational.

By anchoring the curriculum in students' and adults' experiences, you introduce "known and new" for everyone.

The content needs to be relevant and related to the students, families, staff and community. By beginning with the diversity in our midst, we maintain authenticity and provide an immediate focus and reason for students' learning. If we include and share customs, traditions, experiences and perspectives from each family and staff member, we validate individual students and adults and, in the process, reflect what is known and familiar to them. At the same time we are introducing something new about cultures for others in the class. By anchoring the curriculum in students' and adults' experiences, "known and new" are introduced to everyone.

The curriculum should promote activism, including attitudes, knowledge and skills for recognizing stereotypes, bias, unfairness and discrimination. When students are name calling, the victim, the perpetrator, and the bystanders need to learn that this is hurtful and unacceptable. It is time to step in and show students how to intervene on their own and others' behalf, to reassure and defend the victim, and to set limits and educate the perpetrator.

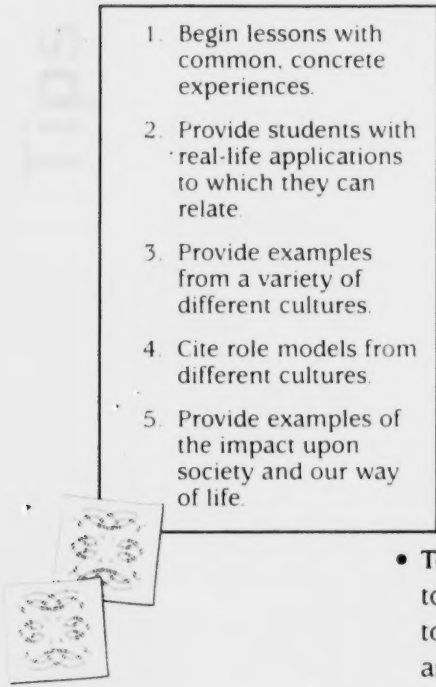
Differences produce disagreement only when they are not acknowledged or understood. Appreciating and honouring differences is the key to harmony.



Teaching/Learning Strategies

Wolfson (1993) stresses the importance of the following strategies as part of a philosophical overview in the teaching/learning paradigm:

- **Think Globally.** Examine current events from a global perspective in the classroom. Discuss examples of discriminatory practice involving Aboriginal people, women, religious groups, disabled people, and visible minorities.

- 
1. Begin lessons with common, concrete experiences.
 2. Provide students with real-life applications to which they can relate.
 3. Provide examples from a variety of different cultures.
 4. Cite role models from different cultures.
 5. Provide examples of the impact upon society and our way of life.

- **Act Locally.** Encourage students to take an active interest in community events, projects and advocacy activities in support of diversity issues.
- **Build on Students' Knowledge and Questions.** Encourage students to engage in open-ended inquiry and to make connections between their personal reflections and reality. Challenge them to explore issues by asking the following questions: (a) What do you know? (b) What do you think you know? (c) What are your sources of information? (d) What questions do you have?
- **Teach from Multiple Perspectives.** Model an openness to different world views and develop an orientation towards the critical examination of underlying assumptions.
- **Discuss Feelings about the Learning Process.** Encourage students to share their fears, frustrations, anger, discomfort, resistance, excitement, ambivalence, or exhilaration that accompanies their personal growth and response to learning.
- **Tolerate and Encourage Ambiguity.** The answers to questions are not always apparent. The search for meaning is complex, difficult and challenging. Social

mores and culture are in a constant process of evolution and change.

- **Promote Critical Thinking.** Challenge students to question their underlying assumptions and the basis for their knowledge. Move them from superficial understanding of issues to deeper levels of thinking and analysis.

Creating a Multicultural School Ethos

Comparative research from a number of countries suggests that differences in school success among minorities is not just because of culture and language differences with the majority culture.

Schools help prepare students to function with open-mindedness and understanding in a modern society. To accomplish this we need to incorporate basic principles of multicultural, antibias education. Our challenge is to provide a common core that promotes cohesion while still allowing for equality of opportunity for all students. A central problem of effective multicultural education seems to be the tension between providing students with the majority culture skills required for success in the dominant culture at the same time as allowing for the maintenance of strong ethnocultural identities, languages, and traditions.

Some groups do well in school despite the fact that they do not share the language and cultural background of the dominant group that are reflected in the curriculum, instructional methodologies, and other school practices. They may experience some initial problems because of language and cultural barriers, but these are overcome. In order to understand why it is more difficult for some minority groups to cross cultural boundaries and make the necessary school adjustments, we have to recognize that there are different types of minority groups.

Voluntary Minority Groups

Voluntary minorities are those who have moved willingly to the country because of a desire for economic well being, enhanced opportunities, and/or greater political freedom.

These groups usually experience some initial difficulty in school because of culture and language difficulties, or unfamiliarity with the educational system, but they do not experience lingering, disproportionate failure.

Involuntary Minority Groups

Involuntary minority groups are those subjected to racism and denied true assimilation into the mainstream.

Involuntary minorities usually experience greater and more persistent difficulties with school learning, performance and adjustment because they have greater difficulty crossing cultural/language boundaries in school.

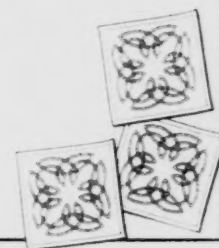
A more detailed analysis of voluntary and involuntary minority characteristics can be found in John Ogbu's (1992) analysis of cultural diversity.

Reflect on students you may have worked with who were:

- a) of voluntary minority groups
- b) of involuntary minority groups

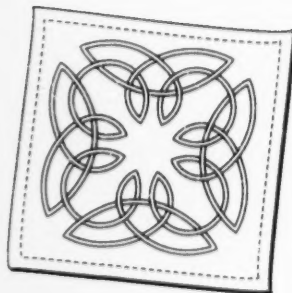
What differences did you observe?

Do these differences parallel those suggested?



In addition to what the school can do to enhance the achievements and success of involuntary minority students, the community also has an important role. The community is best equipped to bring about some of the needed changes through community effort. The community can do the following things to encourage academic striving and success among its children:

- a) Teach the children to distinguish attitudes and behaviours that lead to academic success from those that lead to loss of identity, language and culture.
- b) Encourage successful members of the community to retain their social membership in the community and not dissociate themselves from their roots.
- c) Provide children with concrete evidence that academic success is valued and appreciated as much as achievements in sports, athletics and entertainment.
- d) Teach the children to recognize and accept responsibility for their school adjustment and academic performance.
- e) Change the middle class ethic of seeking educational and professional success as a means of leaving their minority community. The middle class must transcend the current practice of parachute programs, advocacy, and institutional representation, and reaffiliate themselves with the community.



Effective Multicultural School Characteristics

There is evidence that the social climate of the school, staff morale, interpersonal relations in the school, and the image of the school in the community can have an effect on student attitudes and learning and the effectiveness of programs. Various researchers have identified a number of consistent characteristics that are part of a positive multicultural school ethos. (Davidson, 1987; Rossi & Stringfield, 1995; Rutter, Maughan, Mortimore & Ouston, 1979.).

1. Leadership
2. Academic Focus
3. Conscious Attention to School Climate
4. Incorporation of Diversity
5. Great Expectations
6. Parental and Community Involvement
7. A Sense of Mission
8. Positive Motivational Strategies
9. Feedback on Performance
10. Committed School Personnel
11. Positive Student Attitudes and Active Involvement
12. Teamwork
13. Language Development Support

Note: School effectiveness literature expands on these themes.



Examining the Multicultural Ethos of the School: Worksheet

Complete the following worksheet first on your own and then as a staff. It will help you set direction and create a vision for the school. Share your ideas with the staff and discuss the present situation and possible future for multicultural education in the school.

Worksheet

1. What is the current level of multicultural education implementation in the school?
2. What is the present role of multicultural education in the school?
3. What are the forces that are preventing you from improving or implementing multicultural education in the school?
4. What are the forces that support multicultural education improvement or implementation in the school?
5. Who and what will be affected by improving or adopting multicultural education?
6. What vision do you have for the future of multicultural education in the school?
7. What steps must you take to improve or implement multicultural education?

CREATING

An Environment for Multicultural Education

*It may be easier to change
objects than to change
people and their attitudes
and behaviours.*

The environment of a multicultural classroom reflects the goals and principles of diversity education. Educators can use a variety of strategies to enhance the learning atmosphere. Begin by changing those materials in the physical environment that can be easily altered.

In addition to the physical setting of the classroom, a multicultural environment provides for the emotional needs of the children. It is safe, open, warm and welcoming. It ensures trust, promotes respect, and builds self-confidence and positive self-esteem. The social and intellectual needs of students and the interpersonal dynamics of the classroom are important considerations. The following points highlight helpful suggestions for educators in each of these areas. You may wish to check off those items you have already initiated and mark those you intend to initiate.

The Physical Environment



- ☐ Identify and remove any resource materials or visual displays that are stereotypic. Don't discard them. They can be used later to teach students about stereotypes and the harm they do.
- ☐ Gather materials such as photos, posters, pictures, artwork, decorations and other objects so that you can begin constructing your own visual displays, murals and bulletin boards that project inclusive, authentic and positive images of diversity. People from diverse

backgrounds should be shown in a variety of mainstream situations not in exotic or bizarre fashion or as caricatures. Observe how the students and members of the community respond.

To reflect a multicultural classroom in the physical environment, we might include:

- ✓ Pictures of people from diverse backgrounds
- ✓ Artifacts
- ✓ Family trees
- ✓ Signs in a variety of languages
- ✓ World maps
- ✓ Calendars from many cultures
- ✓ Community resource files
- ✓ Up-to-date bulletin boards reflecting a variety of holidays and festivals from ethnocultural groups
- ✓ A music library
- ✓ Toys and snacks from a wide variety of cultures
- ✓ Check for stereotypes



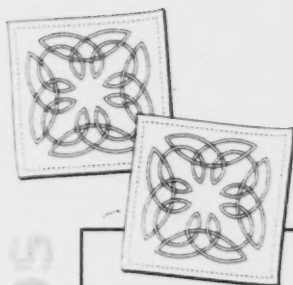
- ❑ Display student photographs (that the students bring or the teacher takes) to give expression to the rich diversity within the classroom. Next to the photos include information supplied by the students and their parents about who they are, where they are from, their interests, etc.
- ❑ Invite students to bring artifacts that are decorative or have personal meaning to them and allow students the time to tell the class members what the artifacts are and why they are of importance to them. Encourage students to bring items that reflect their background, traditions, customs, aesthetic experiences and values.

- ❑ Have students create a picture of their family tree that includes the names of places each family member is from. Display these along with a wall map that identifies the origins of family members. Use multicoloured push pins to identify the many locations that students point out.
- ❑ Add signs and notices that contain information in translation, using a variety of languages that are reflective of those in the community.
- ❑ Put up or have students create calendars that highlight seasonal festivals, celebrations, historical and religious observances, and important events from a variety of ethnocultural groups.
- ❑ Collect books, magazines and periodicals that reflect a wide range of diversity in terms of languages, content and scripts including sign language and Braille.

- ☐ Develop a community resources file for the classroom that provides information about different ethnic and cultural groups and lists persons, agencies, and facilities within the community that students can use as information sources.
- ☐ Change bulletin board displays frequently to reflect the holidays, festivals, celebrations and important events of a variety of ethnocultural groups.
- ☐ Provide a variety of musical resources that demonstrate the rich auditory experiences of different ethnocultural groups.
- ☐ Select toys (such as puzzles, dolls, picture books, etc.) that represent children from a variety of ethnocultural and racial groups in an authentic and realistic manner.
- ☐ Provide games from different ethnocultural groups.
- ☐ Ensure that classroom props reflect a wide range of accurate human conditions including a variety of ethnocultural and racial groups.
- ☐ Have clothes from a variety of cultures in the costume area. Have a full-length mirror handy for dress-up games, role plays or dramatic presentations.
- ☐ Create a list and display a map of historical sites, cultural centres, and places of significance to different ethnocultural groups in the community.
- ☐ Arrange snack and culinary experiences that use a variety of foods, spices and recipes from the cultures represented in the class or a variety of cultures, if they belong to one culture.
- ☐ Use food utensils, types of food and food packaging from a variety of cultures and prepare and serve food using different traditions and practices.
- ☐ Vary seating arrangements to facilitate both independent and group work.

The Emotional Environment

- ☐ Monitor your own language, practices and examples to be sure that they reflect diversity issues and considerations.
- ☐ Inform students and parents of your personal commitment to multicultural, antiracist education.
- ☐ Be sensitive to issues of race, gender and class. Never ignore student complaints about their fears and hurts.
- ☐ Attend to complaints about harassment or racial slurs and encourage respectful interactions between students.



Quick Tips

To support a multicultural environment emotionally, we:

- ✓ Let others know about your commitment to multicultural education
- ✓ Are sensitive to issues
- ✓ Monitor our language
- ✓ Follow up on complaints about harassment or racial slurs
- ✓ Encourage respectful interactions
- ✓ Provide support and counselling
- ✓ Encourage open and honest expression of thoughts and feelings
- ✓ Explain that everyone is a learner
- ✓ Use the preferred names of students
- ✓ Openly welcome parents/guardians and family members
- ✓ Involve community members
- ✓ Provide a school orientation handbook

- ☐ Provide support and counselling for students who have been exposed to racism.
- ☐ Encourage all students to express their thoughts and feelings openly and honestly.
- ☐ Explain that everyone, including the teacher, is a learner when it comes to diversity education.
- ☐ Reinforce that implementing multicultural education is a process that calls for personal work and reflection.
- ☐ Assure students that everyone's role is to support, encourage, affirm and respect each individual in the classroom.
- ☐ Include issues regarding sensitivity and supportiveness to student diversity.

- ☐ Ensure that students and their parents are aware of their right to use their preferred names rather than anglicized or francized versions of them.
- ☐ Ensure that students and their parents are informed that parents/guardians and family members are always welcome at the school.
- ☐ Encourage community members to be visible in the school by having them contribute to and participate in both curricular and extracurricular activities.
- ☐ Provide students and the community with a school orientation handbook.

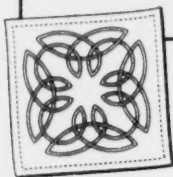
Social Needs & Interpersonal Dynamics

- ☐ Establish together with the students a set of classroom guidelines that identify expectations for common courtesy and respectful interaction. Give clear directions and goals. Spell out their responsibilities and how they will be evaluated.
- ☐ Set clear rules as the foundation for safety and security in the classroom. Rules should be either mandatory - school's choice (in consultation with the community) - or discretionary - student's choice (depending on age, maturity, and experience). Optional rules or anything in between can cause anger, frustration, and resentment on everyone's part.
- ☐ Look for opportunities to affirm. With young people affirmation is more effective than exhortation. Catch them doing things right and tell them so - they will respond more positively to encouragement. Remember that soft reprimands that no one else can hear are more effective than loud reprimands.

Quick Tips

Social needs and interpersonal dynamics are addressed when we:

- ✓ Establish classroom guidelines for courtesy and respectful interaction as a class
- ✓ Set clear rules for safety and security
- ✓ Look for opportunities to affirm positive actions
- ✓ Guide students toward personal autonomy
- ✓ Encourage team-building activities and cooperative learning in heterogeneous groups
- ✓ Create opportunities to include all students; address behaviours that exclude individuals.
- ✓ Welcome community members
- ✓ Help students expand their competencies



- ❑ Guide students toward personal autonomy gradually. We are not born with the ability to always make the right decisions; it is a skill that must be learned. Forgive easily and reward generously.

- ❑ Encourage team building where students have an opportunity for a wide range of interactive experiences. Not only do cooperative groups generally learn assigned material better, but the shared responsibility and interaction produce more positive feelings towards tasks and others, generates better intergroup relations, and results in better self-images for students with histories of poor achievement.

- ❑ Use heterogeneously blended student teams and groups so that previously segregated students can feel a sense of inclusion with their classmates.

- ❑ Recognize and address behaviours that exclude any particular class member. All people have a deep need to belong. The central developmental task of early adolescence (beginning at age 10 or 11 and continuing for four or five

years) is belonging to a peer group. Social isolation and rejection inevitably leads to loneliness, depression and a downward spiralling self-image.

- ❑ Plan social events and celebrations that promote team building, bonding and cross-cultural learning. This will help build the classroom as a community.
- ❑ Encourage student leadership and participation in activities beyond the classroom that relate to broader educational and social-action commitments. Use democratic and empowerment principles in this process.

- ☐ Welcome community members from a wide variety of backgrounds, perspectives and interests into the classroom. They can both contribute to enriching the knowledge base of the students and providing role models for minority students. Be careful not to trivialize their involvement in menial ways.
- ☐ Teachers have greater impact on students' self-concepts if they help students expand their competencies, their ideas of what they can do, and also their ideas about who they are.

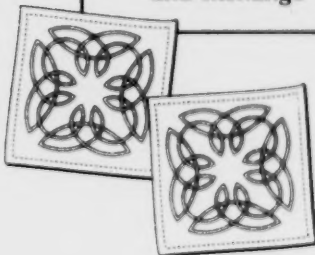
Intellectual Needs

- ☐ Teach students vocabulary terms related to diversity and equity issues. Knowledge and the ability to articulate feelings and concerns empowers individuals.
- ☐ Trace with students the development of self-identity, cultural awareness, racial identity, and prejudice from both an individual and societal perspective.
- ☐ Reinforce the importance of integrating attitudes, knowledge, and skills, as these relate to diversity issues.
- ☐ Present themes and issues of multicultural education as questions to be answered or problems to be solved.
- ☐ Increase understanding of multicultural issues by challenging untested assumptions, exposing myths and stereotypes, and identifying contradictions.
- ☐ Encourage critical reflection and critical thinking by relating topics to students' own experiences so that they can gain insight, develop greater self-awareness and be motivated to take action. Ask questions that encourage reflection, especially in heterogeneous groupings. For example, was this a good activity to help you learn about yourself and others?

- ❑ Provide specific feedback - use a minimum of words and be very precise. Students need this type of continuous feedback to reinforce their understanding of information, concepts, skills and issues.

In the multicultural classroom intellectual needs are met when we:

- ✓ Teach the vocabulary related to diversity and equity issues
- ✓ Trace the development of self-identity and prejudice
- ✓ Integrate attitudes, knowledge and skills relating to diversity issues
- ✓ Challenge untested assumptions, expose myths and stereotypes, and identify contradictions
- ✓ Encourage critical reflection and thinking
- ✓ Provide specific feedback
- ✓ Share the responsibility for student success with the community
- ✓ Create opportunities for practical applications and practice
- ✓ Study ethnographic and historic information from a multicentric rather than Eurocentric or ethnocentric perspective
- ✓ Develop critical awareness of racism and discrimination
- ✓ Explore controversial issues in ways appropriate for the ages of students
- ✓ Use a variety of strategies and methods
- ✓ Provide times for discussion and exchange

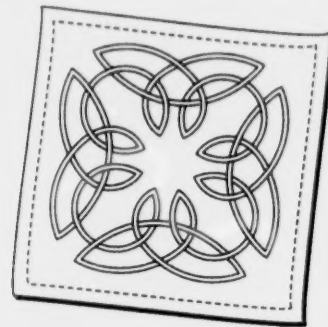


- ❑ Encourage students and their communities to take an active role in and accept responsibility for students' academic success. Involve peers in providing positive reinforcement for success-oriented attitudes and behaviours in school.
- ❑ Provide opportunities for practical application both inside and outside the classroom by making plans, creating materials, and implementing activities in a supportive environment.
- ❑ Provide students with opportunities to learn about each other's ethnocultural and racial heritage.
- ❑ Provide ethnographic and historical information from a multicentric rather than a Eurocentric or ethnocentric perspective. For example, when studying the European exploration of Canada are the perspectives of Aboriginal communities considered?
- ❑ Introduce opportunities that develop a critical awareness of racism and strategies for dealing with discriminatory practice.
- ❑ Explore a variety of controversial issues using age appropriate techniques and guidelines.

- ❑ Use teaching strategies that recognize and respond to cultural variations in learning styles. Ask students for input on what teaching strategies are most effective

with them. Research the learning styles and "comfort zones" represented within the class. Are teaching strategies used that support learning in students whose style is observational, interactive, or experiential?

- ☐ Provide students with opportunities to freely express their ideas and feelings, and with times when they can exchange and discuss views and opinions in a climate which respects human rights.



ADDRESSING Issues

The Language Learning Environment

Communication competence in the common language of a society is an essential tool for people to be able to function effectively.

The importance of the language the student already possesses cannot be stressed enough. Competence in a first language provides the foundation on which students can work towards developing proficiency in a second language. The student's first language provides a basis for emotional development and is a vital link with family and community members. First language competence should be enhanced and regarded as a valuable asset and resource that will increase the student's opportunities and life chances in the global economy of the future.

Since language is a primary tool for learning, access to education is dependent upon language competence.

Consider the following when developing first and second language policy guidelines:

First Languages

Students need to feel that:

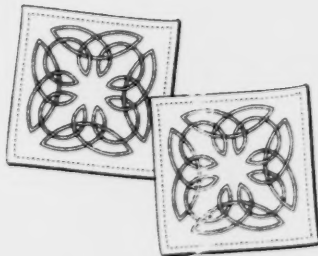
- their first language is valued and respected;
- first language use in appropriate school circumstances is accepted as natural and encouraged rather than regarded as rebellious or antisocial;
- they have the right to use their own names rather than an anglicized or francized version and to have their names pronounced correctly;
- their skills and knowledge are recognized and appreciated and that lack of second language proficiency will not prevent a fair assessment of their overall abilities;

- they have access to resources in their mother tongue and the school supports heritage and Aboriginal language programs.

Second Languages

A positive language learning environment would include:

- a commitment from all teachers to language teaching;
- identification of students' additional language learning needs;
- monitoring for language difficulties of native-born students who speak a nonofficial language;
- programs in English or French as a second language;
- practical language tasks in which language is viewed as a communication tool;
- strategies that promote interaction and cross-cultural communication and foster language development such as cooperative learning and peer tutoring;
- modelling of appropriate language and nonjudgmental feedback when students attempt to speak another language;
- role models that speak the first and second language(s);
- opportunities to learn about the acquisition of language and how languages have evolved in different parts of the world;
- assistance from translators and interpreters when necessary;
- signs, posters, notices, newsletters and announcements in a variety of languages;
- full access to school communications, resource centres, student services and assistance to ensure that language is not a barrier;
- access to career information in their first language, where feasible.



Matching Teaching and Learning Styles

Evidence suggests that if all students are treated alike, they are probably being denied equal educational opportunity.

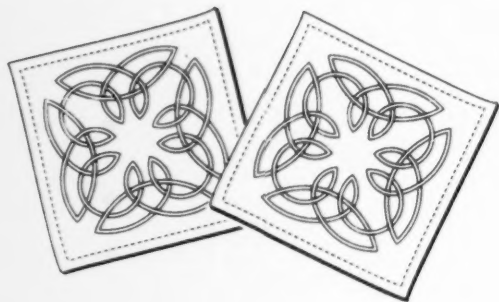
Educators have known for a long time that children learn better when instruction is suited to the uniqueness of the individual. There is a growing body of research that suggests that perceptions, values, expectations, behavioural patterns, cognitive styles, communication patterns, learning styles, and other cultural components are, in some cases, related to ethnicity.

While there is no learning style that is characteristic for all members of a group, some researchers have found various discrete patterns that exist for a cross-section of people within a group. There exists a "bell curve" type range of learning styles within particular groups. The danger in identifying patterns is that they will be generalized to the whole group and detract from the responsibility to identify the unique learning style of each student.

The message to teachers is clear: a variety of learning approaches and activities must be used. Additionally, a mixture of learning tasks or activities should be included in each class period.

Effective teachers tend to use a variety of approaches so that their students are able to optimize their learning potential and are both comfortable and challenged in the process.

Teachers can be more effective facilitators of learning if they take into consideration the cultural learning patterns of their students.



Curriculum and Resource Material

Bias in curriculum and resource material may occur by either omission or inclusion. Biased omission occurs in textbooks when they fail to note contributions, qualities, contemporary conditions, and persecution of and discrimination against minorities. Biased inclusion refers to stereotypes and biases in material and in the use of value-laden or pejorative terms to describe visible minority groups.

Points to Consider in Representing Diversity in Teacher-Made Materials

- **Cultural Diversity.** Show similar activities, items, or concepts across cultures as an example of "many ways to be."
- **Racial Balance.** When using photographs and other human images, be sure to represent children and families of diverse groups, including visible minorities and extended families. Avoid cartoon-style images or caricatures.
- **Linguistic Diversity.** Use resources from different language groups and label the materials that you create in more than one language and script.
- **Family Diversity.** Reflect all the possibilities of family groupings, e.g., single parent, extended, blended, adoptive, or multiracial.
- **Gender Balance.** Be sure that girls and boys are represented in a variety of activities, not just those perceived as "traditional" activities.
- **Socio-economic Conditions.** In visual materials avoid comparing people in higher socio-economic circumstances with people in lower socio-economic circumstances. Also avoid stereotyping any group as impoverished and poorly clothed. (Comparisons may be relevant when talking about social justice issues.)

- **Special Needs.** Be sure to include children and adults with visible special needs in theme materials.
- **Variety of Settings.** Include city, small town, village, and rural settings when depicting homes and communities. Try to depict Canadian settings wherever possible.
- **Comparisons.** Be sure to compare everyday (for example, clothing) with everyday; traditional with traditional; and exotic with exotic; rather than mixing them within one poster, book, or other visual material.

A Curriculum Oriented to Openness

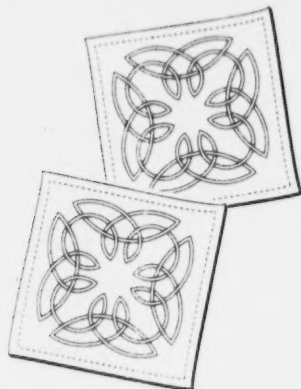
The "hidden curriculum" includes the norms and expectations that are an almost invisible part of the schooling experience and are rarely examined or questioned. Jackson (1992) calls it "untaught lessons." They range from the assumption that students are familiar with or value a Christian heritage to cross-cultural assumptions about praise techniques, eye contact, and social distance, to name but a few. It is often taken for granted that everyone observes the same holidays, festivals, or religious holy days. Schools that recognize and include, as a part of the school culture, the important days of a wide range of ethnocultural groups convey an acceptance and respect for the cultural heritage of those groups.

Examples of the "hidden curriculum" that I have noticed:

-
-
-
-

Reflection

Role Models



In the report *Equality Now* (1984) it was noted that when students have teachers that are of the same cultural group, teaching occurs at a pace that is consistent with that of the students' learning pace. This results in higher levels of achievement for the students. The Special Committee on Visible Minorities asserted that lower drop-out rates, higher levels of achievement, and greater parental participation are three very good reasons for increasing the number of visible minority teachers in school systems.

A lack of role models for minority group children reinforces the negative message that minority people are not capable of being in positions of authority and prestige.

To overcome institutional barriers to the recruitment of minority staff, teachers and administrators:

1. Review existing employment and promotion practices;
2. Establish an opportunities awareness program for school board employees and others;
3. Assess the school's cross-cultural environment; provide system-based training programs for minority people;
4. Provide counselling and career development incentives for minority group members that would enable them to attend teacher training institutions;
5. Invite minority student teachers to do their practicum and internship within a particular school division;
6. Encourage teacher exchange programs;
7. Introduce employment equity programs.

Teacher Attitudes and Expectations

Teachers are powerful role models for their students. Their attitudes, expectations, and behaviours influence the evolution of their students' racial attitudes. We are all products of our socio-cultural environments.

Coming to grips with ethnocultural and racial differences is an essential part of developing understanding and tolerance in students.

Tips

- ✓ Use appropriate language when referring to minority group members
- ✓ Avoid telling ethnic or racial jokes or allowing students to tell them
- ✓ Handle racial incidents with care
- ✓ Be aware of prejudices transmitted by direct instruction or stereotypic, unrealistic, derogatory, and openly prejudiced materials
- ✓ Convey attitudes and expectations that say you believe in your students
- ✓ Counsel students without stereotypic conceptions about career roles for minority students



Counselling

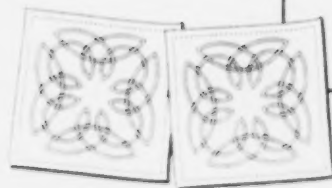
Guidance counsellors play a very important role in the assessment and placement of students, educational planning, and career orientation and planning. They can also play a major role in identifying racism, dismantling discriminatory barriers, and providing proactive strategies that allow racial and ethnocultural minority students to achieve their full potential.

Problems in the counsellor-minority client relationship are related to:

- lack of cross-cultural and intercultural training
- communication misreadings
- language barriers and incompatibility
- stereotypic attitudes about career options
- inability to establish rapport
- over-sensitivity to assumed cultural attributes

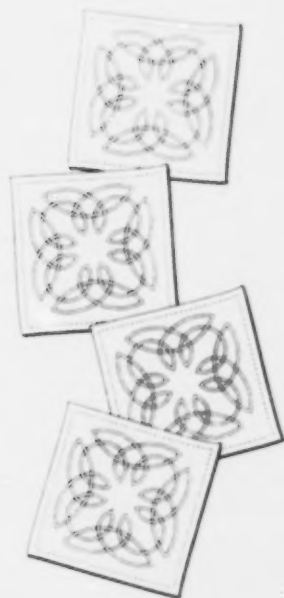
Tips

- ✓ Use appropriate language when referring to minority group members
- ✓ Gain experience with the cultural norms, background, language, values, world view, and experiences of the minority client
- ✓ Show kindness, acceptance, honesty, and a genuine respect for others, regardless of their ethnocultural or racial background
- ✓ Listen. This may mean the provision of interpreter services, a willingness to meet at a culturally comforting and relevant place, a demonstrated knowledge of and interest in the client's cultural background and experiences, and a demonstrated acceptance and respect for cultural differences
- ✓ Avoid directing minority students into specialized areas that limit their potential for acquiring majority culture skills



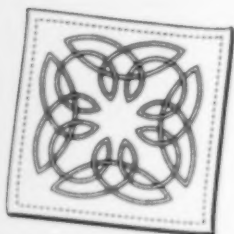
Testing and Assessment

Tips



- ✓ While a test may be valid for members of a particular culture, it may not measure what it purports to measure in another culture.
- ✓ Evaluation instruments should never be considered culturally neutral.
- ✓ Evaluation procedures should be clear and purposeful and provide oral instructions when necessary.
- ✓ Reporting methods need to be clear, constructive and make a definitive distinction between second language acquisition needs and content area needs.
- ✓ Provide written comments on progress reports in the student's first language.
- ✓ Enlist interpreters to assist parents to understand what is being said during interviews.
- ✓ It has been estimated that it takes between five and seven years for minority language students to become proficient in the abstract thought patterns of a second or third language.
- ✓ The focus of the assessments should be on providing clear indications of the student's present academic functioning and language proficiency (both strengths and weaknesses).
- ✓ Use assessment strategies such as observations, anecdotal records, checklists, conferences and writing folders.
- ✓ Make provision for clear guidelines and timetables for program monitoring and follow-up, with a clear indication of staff responsibilities at each stage of the program.
- ✓ Assessments of students who have been in the country or exposed to the majority language for less than two years should be conducted in the student's first language by someone familiar with their cultural background.
- ✓ Culture specific tests and performance-based assessment procedures need to be developed for use by educators.
- ✓ Performance assessment allows students to show what they know, less encumbered by shortcomings in language and literacy.
- ✓ Diagnostic tools used for both psychological and educational purposes also need to be examined and the range of tests must be broadened to include more verbal and culture-fair tests.
- ✓ Revise procedures and reporting forms to ensure information and interpretations include relevant aspects of students' experiences, such as the language spoken in the home.

Labelling and Grouping



Labels are difficult to stamp out.

When teachers expect less, they often get less, including little mastery of basic skills.

When minority students are inappropriately tracked, Caucasian middle-class children in the upper tracks begin to feel that minority children in the lower tracks are somehow inferior. This only reinforces the vicious cycle of failure.

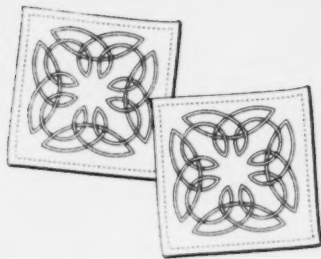
For culturally different children, educability should be defined as the ability to learn new cultural patterns within the experience base and the culture with which the child is already familiar.

Initial test scores of culturally different children should not be viewed as evidence of educability, but rather as evidence of the degree to which the child is familiar with the mainstream culture.

Antibias, Antiracist Education

Antibias, antiracist education incorporates the goals of:

- fostering the development of a knowledgeable and confident self-identity.
- the cultivation of critical and reflective thinking abilities concerning any and all bias with the multicultural goal of promoting comfortable
- empathetic and respectful interactions with people from diverse backgrounds.
- an activism component that encourages people to challenge bias, stereotyping, prejudice, racism, discrimination and unfair or unjust attitudes and behaviours.



- **Bias.** Inaccurate predisposition, attitude, and/or belief for or against people, ideas, or events.
- **Stereotypes.** Oversimplified generalizations about people, ideas or things; oversimplified assumptions and perceptions are applied to all members of a group.
- **Prejudice.** Prejudgment; a preconceived opinion or attitude that is formed without due consideration of the facts.

The following are some helpful hints for dealing with bias in the classroom.

- "Level" with the students in your classroom. Point out bias in books or materials. Help them to identify sources of bias and important omissions in the materials.
- Develop classroom activities around identifying bias found in television, textbooks, movies, library books and magazines. Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when efforts are being made to identify bias in materials.
- Identify or develop supplementary materials which can help "correct" some of the bias in available materials.
- Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.
- Assign student papers, themes, term papers, or other activities on topics or persons not usually covered.
- When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.
- Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.

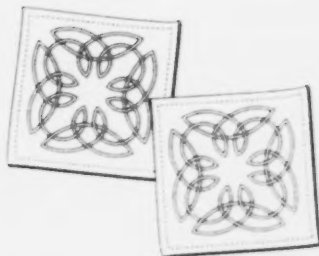
- Ask students to rewrite materials, write their own materials on subjects omitted from textbooks, or rewrite the material from other persons' points of view.
- Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
- Develop a classroom collection of nonbiased reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

You may wish to use the planning sheet in Appendix C to assess resource materials for stereotypes.

The following examples illustrate stereotyped representations about culture along with some alternatives for moving beyond a limited or over-generalized approach.

Stereotyped Representations

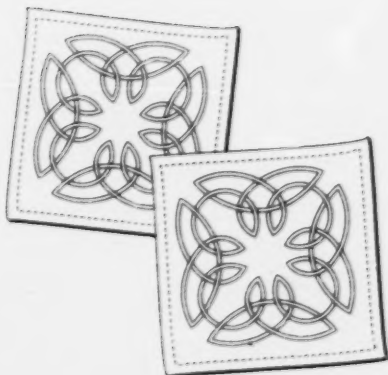
- Focusing on historical rather than current cultural styles. Example: Reading stories about life in the North that introduces only the terms Eskimo, igloo and dogsled.
- Portraying cultures or countries as exclusively urban or rural. Example: Displaying pictures of Africa which show only jungle settings, wild animals and people scantily clothed.
- Presenting a culture in a romantic or exotic context rather than a realistic context. Example: Limiting discussion about Holland to tulips, windmills, and wooden shoes.



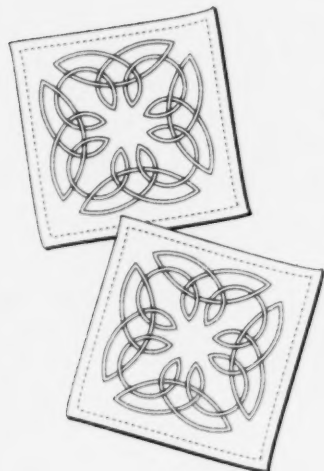
Adapted from Chud & Fahlman, 1995.

Alternative Approaches

- A. Including current cultural lifestyles along with the historical. Example: Supplementing stories with pictures and discussion to introduce the terms Inuit, apartment and snowmobile.
- B. Portraying both urban and rural aspects of cultures. Example: Displaying pictures of Africa which show rural as well as urban settings, wild as well as domestic animals, and people dressed in modern and traditional styles.
- C. Presenting a culture realistically. Example: Indicating through visual aids and discussion that Holland is a country where there are many varieties of flowers, where power generators are commonplace and where people wear a variety of shoes.



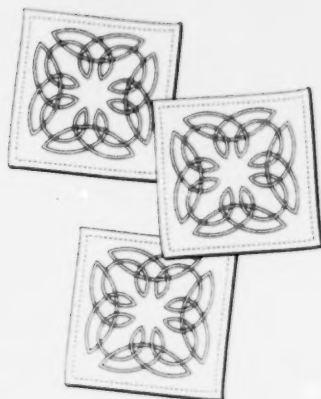
Planning for Action



Successful planning for multicultural education approaches generally involves:

- understanding the needs and pressures of the internal and external environments
- carrying out a needs assessment that involves everyone affected
- the use of a participatory approach at all levels of the change process
- a vision of what change should lead to
- identifiable and quantifiable indicators of success
- effective evaluation strategies
- clearly defined goals and objectives
- the availability of adequate resources
- a system of accountability
- specific job descriptions for those responsible for ensuring change
- commitment from administration and trustees
- effective leadership
- professional organization support for the change process
- sufficient time to implement the changes
- use of a problem-solving approach
- the identification of strategies
- attention to the principles of effective staff development
- sustained communication with and feedback from all concerned
- mechanisms for the maintenance of change

Critical Reflection and Change



Critical reflection (Chud & Fahlman, 1995) focuses on personal and attitudinal learning as opposed to critical thinking which emphasizes cognitive knowledge. It challenges us to consider topics in the light of our own experiences and to engage in self-examination, self-reflection, and soul searching in order to gain insight, increase sensitivity, and begin attitudinal change. You may be using the critical reflection approach as you consider suggestions for creating a multicultural classroom. Critical reflection is a useful tool in prejudice reduction and can also be used with students in the multicultural classroom.

Tips

Quick Tips About Change

Producing a successful climate for multicultural education change includes many different factors. Some people have an aversion to change and avoid it at all costs. There are also usually people around who thrive on new opportunities and welcome constructive change. These are the people who can provide the motivating energy that will help the rest of the more reluctant staff.

- Effective change takes time.
- Change is a developmental process that goes through identifiable stages.
- Change involves a collective effort.
- The change process should be fluid to suit the circumstances of your school.
- People generally need pressure to change. Change will only be effective if people are allowed to participate, react, interact with policy planners and other implementers.
- In order for significant change to occur, individual implementers need to be convinced of the validity of the change effort and that change will improve their situation.
- Use your mistakes as a learning experience.
- Be cognizant of outside social and political forces at work in your community. The change process can easily be derailed by antagonistic outside forces.

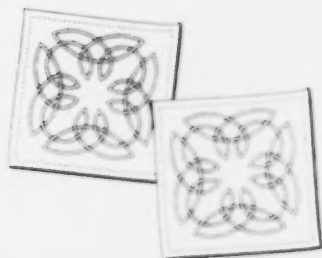
Conclusion

Multicultural education attempts to deal with attitudes and practices that are discriminatory in intent or effect. This component includes a number of challenges for educators:

- It encourages educators to develop an awareness of how prejudice, racism, discrimination, distortions and omissions occur.
- It challenges educators to correct distortions, omissions, and any discriminatory conditions.
- It asks educators to change practices and procedures that are not consistent with the goals of multicultural, antibias education.

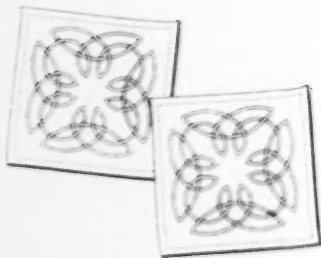
Partners in the education of children need to take initiatives that promote equity and equality of opportunity and outcome for all students. This includes such areas as:

- Hiring policies to ensure diverse staffing patterns
- Appropriate role models for students
- Curricular revisions and developments that are comprehensive and include ethnocultural content
- Instructional materials that are free of bias and stereotypes
- Training programs that enable teachers to make education multicultural
- Community involvement strategies
- Culturally relevant pedagogy
- Strategies that minority communities can use to influence students' educational orientations and behaviours
- A sensitized infrastructure for the implementation of multicultural education



The implementation of effective multicultural education involves a change in the school's culture and climate. It is a holistic, child-centred approach that empowers students and their community to become actively involved in academic striving. This process takes time! The rewards, however, that result from a commitment to a vision of multicultural education are great. Even with limited commitment in school, individual educators can do a great deal to enhance the multicultural ethos of their classrooms. Take little steps at first and build on the successes for students that will surely come your way.

How would you like to start?



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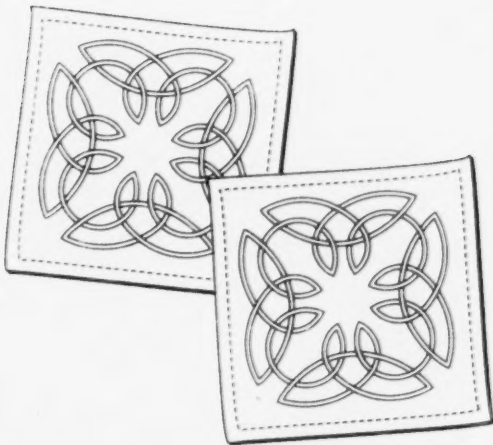
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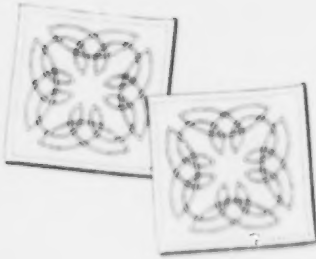
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Culturally Relevant Curriculum

Case Studies

Case Study 1 (Ladson-Billings, 1995)

Gertrude Winston demonstrated her support for cultural competence by working hard to involve parents in her classroom. Gertrude was a grade five teacher with 40 years teaching experience. She started an "artist or crafts-person-in-residence" program so that her students could learn from each other's parents and affirm cultural knowledge. Gertrude first worked hard at developing a rapport with parents and then invited them to come into the classroom for one or two hours at a time for a period of two to four days. The parents demonstrated various skills that Gertrude later used as a foundation to build upon.

For example, Gertrude invited a parent from the community to do a two-day residency in which she taught the students to make her much touted pies. The students who participated in the "seminar" then conducted additional research on various aspects of what they had learned. They did research reports, conducted taste tests, devised a marketing plan for selling pies, and researched the culinary arts to find out what kind of preparation they would need to become cooks and chefs. Everyone in the class then wrote a detailed thank you note to the artist/craftsperson.

Other residencies were completed by a carpenter, a former professional basketball player, a licensed practical nurse, and a church musician. All were parents or relatives of her students. They were not "imported" role models with whom the students did not have first-hand experience. Gertrude constantly reinforced the idea that the parents were a knowledgeable and capable resource. In the course of their studies, the students came to understand the constructed nature of things such as "art," "excellence," and "knowledge." They also clearly understood that their experiences and where they came from was of value.

Case Study 2 (Lipman, 1995)

Daniel Ironquill was a popular teacher. He walked about the school he taught in with an air of authority. He was always glad

to provide whatever help he could to parents and students, whether or not they were his own. He frequently sought the advice and counsel of the elders in his community. Daniel was a vocal critic of racial disparities and of teachers' practices that he believed disparaged Aboriginal students. His classes were experiential and interactive, with Daniel circling the room, challenging students to think harder, encouraging, gently correcting, and quietly applauding their efforts.

Daniel's classroom was in striking contrast to some of the dreary rooms of his colleagues. The room was immaculate. Plants filled windowsills, and the walls were decorated with student work, posters, the week's vocabulary words, and pictures of Aboriginal leaders, authors and artists. Texts and a large collection of paperback literature were carefully ordered on shelves at the back of the classroom. He had a storage room packed with student-made activities - ingenious games using vocabulary words, literary terms, literature, and writing. He was always quick to point out that these resources were created by regular, non-honour students. Daniel kept the classroom spotless and overlooked the ridicule of some of his peers for his "unconventional" behaviour. He would simply say, "Our classroom is our home."

Daniel's classroom was a haven for students in the school. They often dropped in during lunch breaks and before and after school to practice for school performances, work on special projects, or finish assignments. Because of his rapport with the students, he rarely experienced the discipline problems other teachers complained about.

While legitimizing Aboriginal identity within the school context, he also explicitly taught the literate discourse characteristic of middle-class students. Out of class he would often switch to the cultural vernacular as an expression of solidarity, but in class he was a stickler for "standard" English discourse, correcting his students' oral and written grammar and challenging them with a weekly list of difficult vocabulary words. Even his dignified presence was purposeful, modelling the comportment he believed was essential to academic success.

Daniel was opposed to any system that designated some children as "gifted" and others as "regular" or "learning disabled" insisting that they all have talents and gifts. (He was a believer in the multiple abilities philosophy). Teaching for him was a calling, and he communicated confidence and commitment to the students in the school. His philosophy was when kids believe you think they can learn, they will - if they know you are sincere.

Daniel set high standards for all students and then actively sought ways to help them meet those expectations. He helped students use their own experiences as a bridge to academic knowledge. When a student forgot his lines while acting out a play, he insisted, "Just make it up. Use your sense. Act like a politician." He encouraged the student to make up new lines on the spot and applauded enthusiastically as the student quickly improvised.

Daniel was an outspoken critic of the material incentives some of his colleagues had been using to promote achievement and appropriate behaviour. He believed that such methods

demonstrated a lack of confidence in students' abilities. "I hate that!" "Bribing students that way instead of bringing out the best in them."

Case Study 3

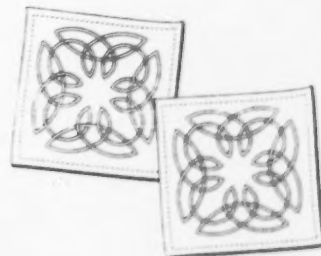
Wendy Bannister was one of the most respected educators at her school. She described her twenty-five years of teaching as a "mission" to young people. She not only taught eighth grade at the school, but was very active in tutoring and volunteer work in the community. For her, teaching was a responsibility to help raise the next generation to its fullest potential.

There were no wasted moments in her class. She contended that one of the causes of low achievement was low expectations for low-income and minority students. She insisted on teaching regular track students the same as honours students with one qualification. "I don't water down anything for them, if some need extra help, I work with them individually. We have to challenge these students. When we don't give them an opportunity, we're taking something away from them."

She worked with the students individually and tutored them outside of school hours. At the beginning of the year she did comprehensive assessments of their skills and knowledge and then mapped out a plan with them for improvement. She even prepared work for them over the summer months as well as giving them a list of books that could help them prepare for high school. She said it would "keep their minds active."

Wendy insisted that students would learn if only their teachers established relationships of trust and concern for students and families. She took a proactive stance by visiting students' homes, phoning families after school, talking with them at church, and inviting them to sit in on her classes. Unlike some other colleagues who complained about the "deficiencies" of students, she said, "I love this school. We've got some good students here. These kids are neat. They're lovable, and they're teachable, if they find out that you are concerned about them." This conviction pervaded her classes. With great dignity, she held attentive and respectful students to uniformly high standards of academic performance and behaviour.

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Appendix B Helping Strategies

For Cultural/Language Differences

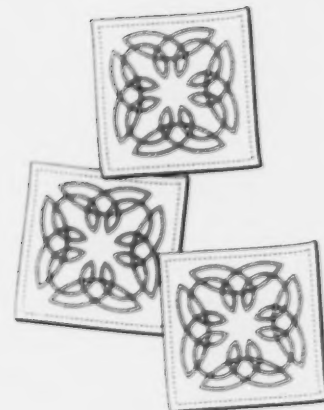
What can be done within a multicultural education framework to assist students with primary and secondary culture/language differences? The following adapted analysis identifies helping strategies. (Ogbu, 1992)

Most of the difficulties that students experience are due to differences in the content and practices of the school. Well-designed and implemented multicultural education programs can address most primary differences. The programs must be based on authentic and accurate knowledge of the cultural attributes and languages of the students' ethnocultural groups. Key knowledge includes how they differ from mainstream culture and language and the kinds of problems those differences generate. Educators can use the following guidelines to learn about their students' cultural backgrounds so that they can adapt their classroom practices and programs. Educators can:

- **Observe** student's behaviour in the classroom and on the playground
- **Talk** with parents about their cultural practices and preferences.
- **Ask** students questions about their cultural practices and preferences.
- **Conduct** classroom activities that promote an expression of cultural practices.
- **Encourage** students to bring artifacts related to their cultural background from their homes
- **Invite** members of the different communities to come and talk to the class about their cultures.
- **Develop** activities that explore the aesthetic experiences of students' ethnocultural groups.
- **Assign** projects that explore the ethnocultural backgrounds of the students such as a family history or family tree.
- **Do research** on various ethnocultural groups that have children in the school.
- **Study** credible published works on students' ethnocultural groups

For Secondary Cultural/Language Differences

- **Recognize** that students from involuntary minority groups come to school with language and cultural frames of reference that are probably different from and oppositional to that of the mainstream school.
- **Study** the histories and cultural adaptations of involuntary minorities so that you gain an understanding of their world view and sense of social identity. This will assist in the understanding of why these factors affect schooling and their particular school orientations and behaviours.
- **Initiate** special counselling and school programs that: (a) assist minority students to learn how to identify and separate those attitudes and behaviours that lead to school success from those that lead to linear acculturation and (b) assist them to avoid interpreting the former as a threat to social identity and their sense of security.
- **Develop** programs that allow minority students to adopt a strategy of accommodation without assimilation. Students must learn to be bicultural so they can participate effectively in two cultures without losing their own cultural identity or language or undermining their sense of loyalty to their ethnocultural community.
- **Teach** students to take responsibility for their own academic performance and school adjustment.



Guidelines Area

What Does This Material Communicate?

LANGUAGE

- English and/or other:
- Words describing people:
- Positive or negative:
- Realistic:

VISUALS

- Who is included:
- What are they doing:
- Positive or negative:
- Realistic:

PERSPECTIVE

- Whose voices:
- What perspective:
- Positive or negative:

LIFESTYLES

- Assumptions:
- Value judgments:
- Contrasts and comparisons:
- Accuracy:

RELATIONSHIPS

- Who has power to do what:
- Depiction of family relationships:
- Majority/minority relationships:

HEROES & HEROINES

- Whose heroes:
- Whose interests:

EFFECTS ON SELF-IMAGE

- Does the material affirm:
- Does it stretch possibilities:
- Does it reinforce the positive:

SOURCE CREDIBILITY

- Objectivity:
- Biographical data:
- Publisher's date:

RESOURCES SUGGESTED

- Focus:
- Whose interests are addressed:

ACTIVITIES SUGGESTED

- Cultural compatibility:
- Conflicts frankly examined:

Appendix D Guidelines

For Dealing with Racial Incidents in the School

- Investigate all reported racial incidents. Personal discretion should not extend to ignoring or refusing to investigate reports of an incident.
- Intervene in all witnessed incidents immediately and subsequently report the situation to the school principal. Most situations can be dealt with on the spot or during the day of occurrence before reporting to the principal.
- Approach the situation with objectivity and concern, but be sure not to immediately assign blame.
- Don't assume that just because a minority student is involved that it is a racial incident.
- Attempt to determine the exact circumstances of the incident, but first allow a "cooling-off" period for the students involved.
- Be sure not to show any favouritism in dealing with the people involved. Any form of favouritism usually makes it harder for the minority student.
- Choose an appropriate action that should be taken. The response should be clear and decisive. Communicate to those involved that ethnically and racially derogatory terms or harassment are not acceptable under any circumstances.
- If a child is insulting or harassing a minority student, be sure to inform parent(s) or guardian(s) that this is occurring and elicit their support in countering such behaviour.
- If the child is capable of empathy, use role-reversal techniques to get each student to put themselves in the position of the other person. The aim is to develop a sense of empathy for the other person.
- Expect appropriate conduct from the students and communicate high expectations for their behaviour.
- Provide counselling and support for those aggrieved in a racial incident.
- For persistent interethnic/interracial conflicts, involve parent(s) or guardian(s), the school principal, consultants and others who may be able to help in the behaviour change of the offending student(s). Clearly communicate consequences for continued inappropriate actions.
- Where such actions do not cease, consideration should be given to suspension or expulsion of the offending student(s). Where there is racially motivated bodily harm involved, police should be contacted.

For Assertive Expression when Dealing with Racist Remarks

Cross-Cultural Life Skills: A Manual for Facilitators

Describe:

- Describe the other person's behaviour objectively.
- Use concrete terms.
- Be specific and clear.

Describe the action not the motive. For example, "When you make jokes about Jews." "When you say that all Indians are lazy."

Express:

- Express your feelings.
- Express them calmly.
- Express effects.
- Express how the other person's behaviour or comments have affected you.
- Stick to the problem behaviour or situation.

Use "I" statements. For example, "I feel angry, upset, uncomfortable." "I am unable to continue the conversation." "I assume that you are prejudiced." "I think that you are stereotyping a whole group of people."

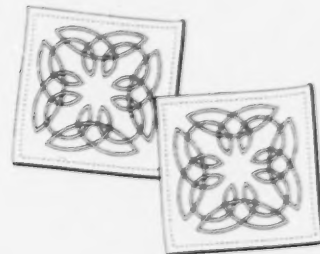
Specify:

- Explicitly ask for what you want for the future.
- Be concrete and specific.
- Be as clear as possible.

Specify what behaviour needs to be stopped. For example, "I want you to stop telling jokes about Ukrainians whenever I am around." "I want you to stop making generalized statements about a whole group of people." "I want to check out if your intention was to make a stereotypical statement about Blacks."

Example:

"When you say that all Jews are good with money, I feel really uncomfortable. I want to check out with you if you really do hold this stereotype about Jews. I want you to stop making stereotypic statements about Jews."



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